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ABSTRACT

Written to assist both work experience education coordinators and special education teachers, this collection of key issues provides an introduction to work experience education (WEE) for students with exceptional needs. Various aspects of program operation are addressed, including parent support, student assessment, developing work placements in the community, Supplemental Security Income, the WEE coordinator, and the WEE classroom-related instruction. Discussed in a section on additional considerations in WEE are personnel, transportation, incentive stipends, funding, other types of occupational training, prevocational and career development, and WEE graduates with disabilities. Federal and state laws for WEE are covered. Included in appendixes to the manual are a list of alternatives in vocational classes for students with exceptional needs, definitions, a career/vocational checklist, publisher addresses, an assessment review chart, information for training supervisors of students with handicaps, a list of resources, and forms for implementing and evaluating WEE programs. (A companion trainer's guide is available separately--see note.) (MN)

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Thank you to all the contributors. The advice, suggestions and criticisms were most helpful.

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Preface

The provision of appropriate programs for students with exceptional needs in the least restrictive vocational setting has been a concern for parents, teachers, administrators, and students themselves. Work Experience Education (WEE) is an educational program which provides any student with the opportunity to learn about an occupation while attending school. For special education students, this opportunity has often been limited by expectations of those people on WEE programs who will set limits, (including parents, teachers, administrators, or students, themselves).

Work Experience Education is one vital part of any least restrictive vocational opportunity for students with exceptional needs. We anticipate that this resource document will provide the basic information and issues about work experience education for students with exceptional needs in conjunction with laws, guidelines, and information in the California Work Experience Education Handbook for California Schools. We hope that special educators and work experience education coordinators might develop a plan or process to provide secondary students with exceptional needs with the learning opportunities afforded through this educational program.

The Office of Special Education and the Vocational Education Unit of the California Department of Education, the Special Education Resource Network, the California Association of Work Experience Educators, and the Regional Resource Center West have collaborated to provide this resource. Special thanks to Doug Waterman, Vocational Specialist in Sacramento City Unified, for his dedication to work experience education for special education students and his work on this document.

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February, 1982

INTRODUCTION

This collection of key issues provides basic information to both work experience education coordinators and special education teachers. It serves as an introduction to Work Experience Education (WEE) for students with exceptional needs. An underlying assumption is that the teaming of these two professional groups, the Special Education teacher and the Work Experience Coordinator, will result in successfully meeting the needs of all students.

Every work experience education program in California should include students with exceptional needs. This program may be the responsibility of the special educator, regular work experience education staff or a work experience education specialist. Mainstreaming must be a primary goal of all work experience education (WEE) programs. (See "Alternatives in Vocational Programming for Students with Exceptional Needs, Appendix A.) It is essential that special education and WEE personnel cooperate. This paper is designed to assist both groups in this effort of understanding and implementation.

A student with exceptional needs is anyone who: "(1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment." The following is a list of categories according to PL 94-142* (see also, Appendix B): deaf, deaf-blind, hard of hearing, mentally retarded, multihandicapped, emotionally disturbed, specific learning disabilities, speech impaired, visually handicapped. (*Handbook of Special Vocational Needs Education; edited by G. Meers, 1980.)

Work experience education (WEE) is a course of study which the governing board of any high school district or other specified local education agency may establish and maintain in accordance with provisions of the Education Code. The California Administrative Code, Title 5, Education, prescribes the standards and operational guidelines for acceptable programs. . . . the term WEE - as distinguished from on-the-job training, work-study, work experience, cooperative education, cooperative vocational education, and other similar terms-- applies to all state approved programs which involve the cooperation of school and community . . . the WEE program combines an on-the-job training component with a corresponding on-campus instructional component . . . (Work Experience Education: A Handbook for California Secondary Schools, 1980).

Students with exceptional needs are in regular as well as special education classes. Their needs and values are no different from their non-disabled peers. What is different is that they usually come to WEE with no skill training or job experience. WEE coordinators and special educators must take a very deliberate approach to include students with exceptional needs in work experience education.

CHAPTER I

PROGRAM OPERATION

Issues of work experience education program operation will be touched upon in this chapter. The reader is advised to use the Work Experience Education Handbook to secure in-depth information and complete legal references. The purpose of this chapter, and subsequent chapters, is to focus on supplementary information needed to serve students with exceptional needs. (Work Experience Education: A Handbook for California Secondary Schools is available through your school district or the State Department of Vocational Education).

This chapter assumes that a work experience education program is already in operation and special education students are available for enrollment. The chapter will cover assessment, developing training stations, parent involvement, the individualized educational program (IEP), classroom related instruction and Supplemental Security Income (SSI).

A. Parent Support: The Important Ingredient

The student's parents must be kept informed to ensure the student's success in moving toward independence with appropriate academic, social and job skills. The parents' positive participation in the work experience education process may hold the key to the success for a student. Their willingness to help with transportation, emergencies, purchase of needed clothing, adjustment of family routines and having needed family discussions can often mean the difference between holding or losing a job. Parents can provide ideas for job placement sites. They are often an untapped resource. Parents should be encouraged to participate on vocational advisory groups. Films, group discussions and other inservice tools can help the parent understand their role in the work experience education process. An investment in the process will benefit all involved.

B. Assessment

Before the WEE coordinator begins to target job sites, a complete summary of each student with exceptional needs must be developed. Forms similar to that in Appendix C can serve to record the information about the student that the coordinator will need.

The information for this summary can be obtained from a variety of people. These people include the special education teacher, regular class teacher, counselor, psychologist, nurse, speech therapist, doctor and parents. The coordinator must get the appropriate release of information from the student or student's guardian to obtain confidential information.

Vocational information must be collected along with academic, social and health information. Vocational information should include general job interests, skills and abilities.

Assessment types:

1. Pre-Vocational Screening

School records are reviewed and the student and parents are interviewed to determine the student's level of functioning in basic characteristics that all workers should possess in order to enter the competitive labor market. These include grooming, attitude toward work, interpersonal skills, and ability to follow directions.

2. Vocational Interest Screening

These screening instruments help the student discover what kinds of jobs he/she would like best. There are no right or wrong answers. Interest screening is made up of inventories or activities.

3. Vocational Aptitude Tests

Vocational aptitude tests measure one's natural ability or general suitability to work and toward certain vocations.

4. Work Sampling

Work sampling is a well-defined work activity involving tasks, materials and tools which are identical or similar to those in an actual job or cluster of jobs. This assessment is done outside of a real job site. There are five types of work sampling:

(a) Cluster Trait Work Sample

This is a single work sample developed to assess a group of worker traits. It contains a number of traits inherent in a job or variety of jobs. Cluster trait work samples are intended to assess the student's potential to perform various jobs.

(b) Indigenous Work Sample

The indigenous work sample represents the essential factors of an occupation as it actually exists in one community.

(c) A Job Sample

These are work samples that in their entirety are replicated directly from industry and include the equipment, tools, raw materials, exact procedures, and work standards of the job.

(d) The Simulated Work Sample
Simulated work samples attempt to replicate a segment of the essential work related factors and tools of a job as it performed in industry.

(e) The Single Trait Work Sample
The single trait work sample assesses a single worker trait or characteristic. It may have relevance to a specific job or many jobs but it is intended to assess a single isolated factor.

5. Social/Adaptive Behavior Index

Social/adaptive behavior indices are scales for measurement of social behaviors. These measure independent living skills.

Vocational assessment may be done in several locations. Some of these locations are listed below:

- The career center, assessment center, counseling department, and the classroom are common school locations for assessment.
- The local Department of Rehabilitation offers assessment to qualified applicants.
- The local Employment Development Department offers career counseling and some vocational testing.
- A few private agencies, generally called rehabilitation sheltered workshops, also offer vocational assessment.
- The County Social Service Department or any local vocational training programs will have assessment services.

C. Developing Work Experience Placements in the Community

"There are three types of work experience education in California. They are:

1. Exploratory work experience education--
Definition: Exploratory work experience education is a combination of related instruction and structured occupational experiences designed to assist the student in the career guidance and development process . . . There is no intent to teach productive skills of any kind.

2. General work experience education--
Definition: General work experience education is a combination of related work experience education instruction and paid employment designed to assist the student in acquiring desirable work habits and attitudes. The paid employment need not be related to the students' career goal.
3. Vocation work experience education--
Definition: Vocational work experience education is a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the students' occupational goal" (Work Experience Education Handbook, 1980).

It is important to recognize that students with exceptional needs seldom approach work experience education with a job in hand. WEE must offer an individualized approach. This starts with the creation of two progressive levels of training, the work training phase (exploratory work experience education), and the employment phase (general or vocational work experience education).

1. Work Training Phase

This phase is for students with little or no work skills. Work training stations are non-paid WEE job sites which serve to develop and evaluate social adjustment and job skills. Essentially these are "exploratory" WEE opportunities. These stations may be located on or off campus. Students are placed according to prior vocational assessment. Work training stations can be located in profit or not-for-profit sites. Telephone Yellow Pages, parents, Employment Development Department, the Chamber of Commerce, charitable agencies, civic organizations, and the Department of Rehabilitation are excellent resources for potential job sites.

- (a) Developing the Work Training Station

Following student vocational assessment and identification of potential work training stations, the WEE coordinator can meet with potential work site supervisors to both give and obtain information.

- (1) INFORMATION GIVEN TO SUPERVISOR

Purpose of the WEE Program
Hours a Day and Days Per Week a Student Can Work
Insurance/Liability
Program Flexibility
Supervisory Hints (see Appendix E)

- (2) INFORMATION RECEIVED FROM SUPERVISOR
Work Site Prerequisites (Age, Clothing, Skills,
Etc.)
Hours and Days of Work
Task Analysis or Job Description
Architectural Barriers
Name and Phone Number of Supervisor
Safety Factors
Quality and Quantity of Supervision Given

Following an initial contact with a potential station, an individual 5 x 8 Job Site Information Record card can be filled out. That information may include: sponsor's name, phone number and address, number and titles of training positions, criterion for training placement, immediate supervisor's name, contact person, students placed, and date this record is updated.

Students should also be encouraged to seek their own work training sites and jobs. The WEE coordinator and special educator can explain where and how to find jobs to the student.

(b) Student Placement

The time devoted to the prior steps will usually determine the success of placement. There are no shortcuts. A successful work training experience for a student is of primary importance. Maintenance of good public relations with new and old training sites is also critical.

Placement activities follow no consistent order, but would include the following:

- (1) Informing students of the site selected
- (2) Communicating with Parents
- (3) Communicating with special education personnel
- (4) Selecting a date to begin
- (5) Arranging for an interview
- (6) Checking transportation schedules
- (7) Determining the weekly work schedule
- (8) Informing the work site supervisor 24 hours prior to placement and following the interview

The final briefing prior to beginning work should be done. These items should be covered in a related class.

- (1) Work site responsibilities

- (2) Cleanliness/grooming
- (3) Machinery/tools that will be used
- (4) Clothes and equipment to wear
- (5) Appropriate greetings and handshakes
- (6) Carrying appropriate work related information (Social Security card, bus pass, school identification card)
- (7) Interviewing skills
- (8) Transportation arrangements
- (9) Personal money
- (10) What to do in case of emergencies
- (11) Filling out time sheets and WEE enrollment forms
- (12) Work site organizational chart (titles, names and relationship to the student)
- (13) *Calling in when absent or late.*

Every student should be given a work experience education identification card which must be in his/her possession at all times. A sample is found in Appendix H.

In addition to the time accounting procedure in use at the work training site, the student should be expected to complete and return a time sheet to the WEE coordinator at least every 15 days. A sample time sheet is found in Appendix I.

On the first day of work, it is suggested that the student be accompanied by the WEE coordinator. (Hearing impaired students may need an interpreter. Some students with physical disabilities may need a mobility attendant.) Having the student accompanied will help put the student and training site supervisor at ease. Transportation schedules can be worked out at this time. Some students may need to be accompanied several days until they adjust to their job station.

Mobility training is particularly important to a student's success on the job. Class related instruction can include: pedestrian responsibilities and rights, driver education and driver training, etc. It should be noted that WEE coordinators are personally responsible for insuring safe student transit to and from job stations.

(c) Work Site Visitations

How often to visit a work site should be determined by the individual needs of the student and work site

supervisor. The student's strengths and deficits should be considered in structuring these visitations. The special education teacher can help by dividing up these visitations with the work experience education coordinator.

It is important that both the student and supervisor be at the work site when the coordinator visits. Both may need support and praise. These visits serve educational as well as public relation needs.

Work site visits should be made within five to seven days following the commencement of the training. Visits after that should be at least every three to four weeks. Occasionally a phone call to the work site is appropriate, but this call should never take the place of an on-site visit by the coordinator or the teacher.

Information obtained during the work training station visits and all work related activities can be kept in individual student files. An anecdotal or checklist system can be used. This information could include the following:

- (1) The student's attendance and promptness
- (2) Tools and machines the student has used
- (3) Transportation problems
- (4) Relationships with co-workers and supervisor
- (5) Physical problems in performing tasks
- (6) Does the student ask questions when confused?
- (7) If late or absent, did the student call in?
- (8) Has the student kept the supervisor informed when tasks are completed?
- (9) Speed or rate of work
- (10) Has the student demonstrated an appropriate breaktime routine?

d. Assessment of Work Progress

Many types of work assessment are available. Depending on only one type of assessment should be avoided. A formal evaluation form provided by the coordinator could be completed by the work supervisor. It should be simple and quick. (See Appendixes I and L.) These forms can be supplemented by a review of the comments made by the supervisor when each on-site visit is made. Achievement and attendance in class related instruction sessions should be included in this assessment of work progress.

(e) Rotation of Work Training Sites

The exploratory training phase of work experience education must have built into it the intentional rotation of students from one training site to another or into regular paid employment. Students gain security as they progress and learn saleable skills. To ease transition from the old into a new site, students should be aware of the advantages of gaining a wide variety of skills and experiences for future employment.

As the student completes this exploratory phase, it is important that the supervisor be shown appreciation. A visible way of doing this is with a "Certificate of Appreciation." (See Appendix J.)

(f) Problems on the Job

If a student or the supervisor is unhappy with the placement or it becomes obvious that the training station is not appropriate, and these differences cannot be worked out, then the student should be moved. The student must know those aspects of his/her performance expected which were not appropriate and why. If the station was not appropriate, this also should be explained. A plan of action is then made for the next job try-out or classroom activities to give the student the required skills.

The circumstances surrounding the need for a move to a new work training site should determine the next step. If a student has been removed due to poor performance, related classroom intervention is needed.

If the work training station was not appropriate and the student was not at fault, then a new, more appropriate training site should be arranged as soon as possible. Notation should be made on the job card index that may help future student trainees on that site.

It is vitally important that the WEE coordinator and special educator keep in contact with the student's parents throughout this vocational training process. All work-related moves must be discussed with parents. The total team can work to modify behaviors that block success on the job.

2. Employment Phase: For Student with Entry Level Work Skills

(a) Placing Student in Private Industry

The acquiring of social and job skills by students with exceptional needs may lead to placement in an

employment station before graduation. Assessment results will also determine when a student is "job ready." When the student has developed sufficient skills, a maximum effort must be made to place that student in a job.

Funding non-paid training stations in governmental, not-for-profit locations or private business is easier compared to locating paid employment stations. A key to success is the salesmanship of the WEE coordinator job developer and this person's knowledge of the community, businesses and proprietors. It is a selling job--selling a now qualified student whose disability is irrelevant to becoming a productive employee for that business.

It is important to have specific documented information about the student's strengths and weaknesses. T. Makowski, in a handbook on "Mainstreaming in Work Experience Education" points out: "It is important to know if a student can work in a high pressure setting like fast food service; or if they are able to make change; or if they are able to work in a job that requires dealing with customers. If there are not enough job requests that are appropriate, check with familiar employers to see if they will consider a special education student. Encourage the students to seek their own job, by explaining where and how to find jobs."

(b) Common Questions in Developing Employment Sites

(1) Where do I look?

Analyze the student's skills and then look at those obvious businesses that can utilize those skills in their entry level hiring. You can canvass the community without leaving your desk by using the telephone book Yellow Pages and the Chamber of Commerce Directory of Businesses. Look at those businesses that typically hire youth, have a high turnover or have service-type entry level positions. Don't overlook union shops. Agreements can and are being made with unions for job placement.

(2) What Organizations Can Help?

Contact parents, friends, newspapers, service clubs and any groups that support affirmative hiring practices. Contact the local California State Employment Department (EDD) and the Governor's Committee on Employment of the Handicapped. The National Association for

Retarded Citizens has an on-the-job training program (NARC-OJT) which will reimburse the employer some of the wages paid to a student who is mentally retarded. (See Appendix K.)

(3) How to do effective job development?

The keys to job development success are doing the homework and salesmanship. Talk the employer's language, leave your card, patronize the business. Emphasize the quality of the students you are working with. Do not sell students short. Have a resume of local businesses that are already participating in the program. Wherever a personal contact is made, record it on the 5 x 8 employer contact card. Stay in contact with potential employers and arrange press releases and events to acknowledge their support.

D. SSI: Supplemental Security Income

Students with exceptional needs on SSI need not risk losing their SSI as a result of working for pay. The regulations concerning SSI are complex and are applied individually.

Persons may earn up to \$65 a month or \$195 a quarter without having any deductions from their SSI check. For every \$2 earned over the above amounts, \$1 is deducted from the SSI grant until the entire check is gone. Work related expenses involved (e.g. public transit, special tools, etc.) are taken into consideration before any deductions are made.

There is a "trial work period" which extends from 2-9 months. During this time, judgements are made regarding the productivity of the employee compared with other non-handicapped workers. It is possible that an "extended period of eligibility" for SSI for up to 15 months and beyond may be granted.

Students who are receiving SSI should be aware that many evaluations are made over a long period of time to establish their ability to compete and hold a job before their SSI is terminated. A Social Security caseworker is responsible for these evaluations. If it is terminated and is again needed, the individual can reapply. If they meet the criteria (i.e., a severe physical or mental impairment for one year or longer), then they can be reinstated.

For further information, contact the nearest Social Security Administration office and also pick up the following pamphlets:

What You Need to Know About SSI
SSI for the Aged, Blind and Disabled
SSI for Disabled or Blind Children
1980 Disability Amendments - A Training Guide
for Vocational Rehabilitation Counselors

- E. The WEE Coordinator and the I.E.P.
Development of an individualized educational program is required for every student served by special education. Participation in WEE must be a significant part of the IEP for 11th and 12th grade special education students. For secondary pupils, AB 1870 requires "specially designed vocational education and career development" units in the curriculum. WEE is not mandated but is vital to success as an adult for most students with exceptional needs.

Prior to entry into the WEE program, the WEE coordinator should assess the student and prepare the results and program recommendations for the team meeting. If the student is currently enrolled, it is the WEE coordinator's responsibility to report on progress.

- F. WEE Classroom Related Instruction
Students in WEE are required by law to complete related instruction taught by the WEE coordinator. These efforts can be supported by the special educator through in-class instruction. Some special education students cannot manage regular related instruction. This should be thought out and accommodated in the IEP process. Many classroom resources are available by contacting ERIC, VOICE and the Career Education Dissemination Center in Santa Barbara. (See appendix K.) The local Director of Special Education would have access to more information on the above.

CHAPTER II

Additional Considerations in Work Experience Education

A. Personnel

In both small and large high school districts, the WEE coordinator, with the special education teacher's help, can enroll additional students in work experience education. A special education class teacher could be assigned two or more periods per day to devote to placement of WEE students. Instructional aides and parents could also be utilized to increase the numbers of students served.

In a large district where the number of students with exceptional needs exceeds 45, a full-time WEE Coordinator is recommended. By law the WEE Coordinator/student ratio is 1 to 125. This is not realistic for the needs of special education students. Special funding is needed to support more workable student loads and guarantee mainstreaming.

In large programs, clerical help will be needed to issue work permits and to process other types of paperwork that are part of the program. An additional part or full-time job development staff member is a tremendous asset when the budget allows.

Many special education teachers do not deal with nor may they be trained in teaching vocations, careers, on-the-job behaviors, and interpersonal relationships. The WEE coordinator and special educator can learn from each other. The teacher should also refer to the resources listed in Appendix K.

B. Transportation

Transportation is perhaps the greatest obstacle for placing students with special needs in WEE. Those towns which have public transportation may have infrequent service or buses may fail to serve the areas where work stations exist. It may be a physical impossibility for some students to board public transportation. Parents and relatives may be working or lack transportation themselves and are unable to help the student get to work. Coordinators are cautioned to be thorough in planning out the transportation requirements for their students. The best solution to transportation problems may be for the school district to assume the responsibility or contract with a private transit company to provide bus service. Perhaps, district transportation could deliver the student to the job station and the parent could pick up. Each student is to be considered individually. A primary program objective must be to

help students establish their independence with respect to mobility and transportation. Assistance in providing their transportation to a worksite should only be considered when other alternatives, such as walking, riding a bike, or using other safe and reliable means, have been exhausted.

C. Incentive Stipends

It is legal for school districts to provide their students with an incentive stipend for working. The philosophy of "paying" the students has an educational and practical rationale. Students will normally incur expenses while working. Their clothes wear out. Certain items of clothing may be required, e.g., hair nets, safety-toed shoes, gloves or aprons. They may have to pay for public transportation. While on the job, the social aspects of work are as important as gaining specific skills, so when co-workers take a break, the students should be able to go along and afford a snack. Money paid as a incentive stipend can be based on the hours or days worked.

The stipend can vary in amount. A student just starting work may receive one amount while a student who is on a second or third work training assignment may receive more.

D. Funding

There is no simple solution to funding. The budget is a result of the school district or county office of education's local planning priorities. Vocational and special education programs may use Designated Instruction and Services funds to provide specially designed vocational and career development. Career education funds could be used when designated in a grant.

Secondary school districts can receive funds pursuant to the Educational Amendments of 1976 (PL 94-482 and PL 95-40), Title II, Vocational Education Act. These funds are used for general special instruction, vocational guidance and counseling purposes. These funds are available on a limited basis for county offices, Regional Occupation Programs and Centers, as well as secondary schools. X

In addition, there are funds available in local Comprehensive Employment and Training Act (CETA) amendments of 1978 (PL 95-524) through local prime sponsors and private industry councils. Some funds are available through the State CETA office. EDD also administers the California Worksite Education and Training Act (CWETA), effective thru September 1982. CWETA, in coordination with other state agencies and CETA prime sponsors, develops training programs for specific jobs in the community which meet labor demands of employers who must commit to hiring trainers. Other local and state funds exist for education programs through private industry, service clubs, and other community organizations. NARC-OJT funds can also be used.

E. Other Types of Occupational Training Programs

Work experience education is not the only program available to students through which they can have a direct, supervised experience with the world of work. Other programs are:

1. ROP/ROC

These programs are run by county offices of education or district consortia. Throughout California, many regional occupational programs or centers have been developed. When contacted, teachers of ROP/C classes will provide vocational skill training. It is important that the students be placed appropriately according to their ability and interest. Teachers must be made aware of any modifications the student may need. The first step to exploring the admittance of a special student into an ROP/C is to talk with the ROP/C counselor on the high school campus. The specific vocational instruction available to students through ROP/C averages 10 to 15 hours per week, three hours per day.

2. CETA

Federal Comprehensive Employment and Training Act funds are available to pay students. School districts are involved with CETA in different ways and their work programs vary. Basically, students receive minimum wage and school credit for 10-15 hours of work per week. Work locations are found by CETA personnel and students are assigned based on their interests and abilities.

F. Special Education: A Program of Prevocational and Career Development Experiences

The special educator and WEE coordinator need to know more about each other's world. Communication is needed during the prevocational and vocational phase of a student's schooling.

Numerous materials are available to teachers to teach career, work experience and vocational education. Commercial packages and locally developed materials abound. The budget, inservice training, a teacher's imagination, the cooperative effort of the WEE coordinator and teacher, administrative support, parent participation, and utilizing a relevant curriculum are the boundaries of what can be done to meet the needs of the students.

The following are some resources for curriculum development and improvement. Their addresses appear in Appendix K.

1. San Mateo Information Retrival Center (SMERC)

2. Exemplary Programs Replication Unit, California State Department of Education
3. California Career Education Dissemination Center
4. Vocational and Occupational Information Center for Educators in California (VOICE)
5. Special Education Resource Network (SERN)
6. Educational Retrival Information Center (ERIC)
7. Conferences, Inservice Training
8. Community Resources

The complexities and implications of recently enacted federal legislation for state and local agencies are substantial. "Least Restrictive Environment" is a common component in all these laws. Most secondary students eligible for special education services are eligible for vocational rehabilitation and vocational education services. Consequently, students are being placed in the least restrictive vocational setting and many are being mainstreamed into regular vocational classrooms and shops. As a result, teachers have expressed a need for assistance in areas such as diagnostic evaluation, vocational assessment, instructional and curricular modification, and inservice education to provide vocational personnel with the necessary skills for working with students with exceptional needs. The special educator can help in this process on the campus and in the district by assessing needs and developing an Action Plan with appropriate personnel. Cooperative planning and action is needed to reach the goal of "Least Restrictive Environment" work experience in education.

Curriculum can be planned by analyzing results of pre-vocational and vocational assessment data. The secondary curriculum would then facilitate the student's vocational exploration and career decision-making. Curriculum areas will include: personal social skills, daily living skills, occupational information, onsite work study, career education topics, basic skills training, and vocational education training. The work experience education coordinator would inform the special education staff about the types of jobs available. Field trips to those sites, job samples, media, and assessment in the classroom can all lead to ensuring success of the work experience placement. This can be presented in a variety of ways, depending on the student's needs. Instruction can be given in a regular work experience class with curricular modification, or in the special class setting. The teacher must be aware of the demands of the regular class-related instruction performed by the WEE coordinator and make arrangements for each student, before they are enrolled in work experience.

The career education and pre-vocational curriculum needs to be sequential and developmental throughout the student's schooling. Special education staff meetings, the IEP process and district planning must lead to a well-defined and coordinated program to succeed in establishing this continuum.

The special educator can help the WEE coordinator in three major areas. There must be class follow up to pre-vocational assessment. The teacher may be asked to do both the assessment and take the responsibility to follow-up. The teacher can aid the WEE coordinator and student by participating in job site visitations. This first-hand knowledge of how the student is performing on the job is important for relevant classroom planning. The WEE coordinator is a valuable local resource in this curriculum planning.

G. Students with Handicaps: What Happens After Graduation?

Continuity of services from K-12 to adult years is often neglected. Frequently graduates sit at home for years or the "successful" placements lose a job and don't know where to turn.

Appropriate school records can be released to a public or private agency when a referral is made. A ninety-day follow-up check can be made to see if the graduate is receiving appropriate services and if any further assistance from the school is necessary.

Before graduation, it is recommended that an exit conversation be held with every student. Summary information is also shared at the final IEP conference. This is an appropriate time to review with students their work progress and determine what kind of future assistance is needed. The WEE coordinator can give each student a letter of recommendation based upon the progress the student has made.

School districts can cooperate with adult education, community college, and training institutions by coordinating curriculum development and the flow of completed IEP objectives to insure successful outside placement. A needs assessment and an individual and district Action Plan can help facilitate this coordination.

Parents, rehabilitation counselors and regional center counselors are key persons during this transition. The sooner they are involved in post-graduation planning, the easier the change will be for the student.

The WEE coordinator and special educator must begin planning individual support systems for each graduate at least one semester before graduation. These steps and support systems include the following:

1. Specific, formal, planned referral of appropriate graduates to the Department of Rehabilitation (DR):

It is suggested that the supervisor of the Department of Rehabilitation (DR) office serving your community be contacted and informed about the number of graduates, their current level of vocational competence, and their predicted needs following graduation. A request should then be made to have a DR counselor assigned who will meet with the students as a group to inform them of DR's services.

During the initial group meeting, counselors often distribute intake applications. The seniors and parents should be fully briefed about the role of the Department of Rehabilitation, reasons for the meeting, and the importance of the applications.

The Department of Rehabilitation counselor will want to follow up with individual meetings as appropriate. The client/counselor relationship will either be formalized or terminated.

The WEE coordinator can monitor the return of the applications to the DR counselor and the subsequent effectiveness of the counselor's work with the graduates. The coordinator should also impress upon the parents of the graduates the importance of working closely with the Department of Rehabilitation.

2. Community College/University

Colleges throughout California have responded to the needs of students with exceptional needs by creating Enabling Centers. These Centers are staffed with persons whose role it is to assist college students with handicaps to meet successfully every phase of their college experience. Referring high school graduates to the Enabling Center of their chosen college is highly recommended.

3. Employment

Some graduates will secure their own employment through the help of family and friends. Others may have been placed in a part-time work experience employment position by the WEE coordinator, and they will find themselves being offered the opportunity to continue working after graduation on a part or full-time basis. A ninety day follow-up should be made, either by telephone or with a questionnaire mailed to the student or the employer.

4. Regional Center

A Regional Center is the one agency in a community that helps persons with developmental disabilities of any age and their families make use of all essential public and private services to meet their special needs. The regional center provides services in: information and referral, diagnosis and evaluation, counseling, lifelong planning with periodic re-evaluation, continuous 24 hour out-of-home care planning, placement and follow up, expert testimony for regional center clients appearing in courts, guardianship, community education, consultation to public and private agencies, financial assistance for purchase of necessary services. The services include transportation, adult activity and workshop services. Regional Centers house the office of the Habilitation Specialist from the Department of Rehabilitation to aid in DR referral. Most services offered are free.

5. Other Organizations

These organizations serving persons with exceptional needs can also be contacted to explore their services for graduates. These include:

- Goodwill Industries of America, Inc.
- Purple Heart, Inc.
- Local sheltered workshops, work activity, and activity centers
- Easter Seal Society, Inc.

6. California Employment Development Department (EDD):

The California State Employment Development Department can assist in identifying jobs for which a graduate might qualify. Contact should be made well in advance of graduation. Each county has a Local Service Center.

7. Adult schools:

Many school districts have developed adult programs specifically for graduates with exceptional needs. Adult programs in general should not be overlooked. Curricular needs can be coordinated by high school and adult school staff.

8. ROP/ROC's:

Training programs in vocational areas may be available following graduation. Regional Occupation Training Programs and centers can offer all training programs for adults as well as high school students.

Years and years of preparation will mean little if there is no follow through by the public schools with referral agencies, employers and the student. This networking will reduce the numbers of students who graduate into adult life unprepared and lacking a support system.

CHAPTER III

Laws and Regulations for Work Experience Education

The laws and regulations governing Work Experience Education (WEE) are numerous. See Appendix B for glossary of terms. Administrators including the Director of Special Education should have a copy of the Education Code. Following is a summary of citations that relate specifically to employment of individuals with exceptional needs:

A. Federal

1. Rehabilitation Act of 1973 (PL 93-112)

- (a) Section 503: Government contractors and subcontractors with a contract in excess of \$2,500 are required to take affirmative action to employ and advance in employment qualified handicapped individuals.
- (b) Section 504: Prohibits discrimination of handicapped by agencies that receive federal funds and requires equal access to school programs, including WEE.

2. Part B of PL 93-380, as Amended by the Education for All Handicapped Children Act of 1975 (PL 94-142)

PL 94-142 deals with educational opportunities for handicapped persons from birth to age 21.

3. Vocational Education Act of 1963 as Amended by the Education Amendments of 1976 (PL 94-482)

Ten percent of VEA funds must go for the handicapped. Subpart 2 funds may be used for vocational instruction including activities in the classroom.

(This Act can financially support vocational education for students with handicaps. Subpart 2 funds may be used for vocational instruction including activities in the classroom, shop, field, or on the job. In addition, these funds may be used for WEE.)

4. Revenue Act of 1978 (PL 95-600)

Targeted Jobs Tax Credit applies to wage costs of handicapped employees. The credit is equal to 50% of first year's wages up

to \$6,000. The employee must be a Department of Rehabilitation client. Certification by the California Employment Development Department (EDD) must be done before employment.

For information, contact the local EDD office.

5. U.S. Department of Labor

A. Handicapped Worker Certificates

Employers can hire some handicapped individuals for less than minimum wage. The employer applies for an individual certificate with the U. S. Dept. of Labor, Wage and Hour Division. Certification information includes: nature of disability, job/task description, productivity, and a six month renewal procedure.

B. Fair Labor Standards Act

This defines an "employee" and a "non-paid" student trainee. It permits students to be placed in non-pay WEE stations, for training purposes only.

C. Employment Relations Field Operations Handbook

This clarifies the conditions under which the Wage and Hour Division of the Department of Labor asserts that an employment relationship exists between a student and a work site.

6. Comprehensive Employment and Training Act (CETA) Amendments of 1978 (PL 95-524)

Handicapped individuals will not be required to meet an income level to be considered economically disadvantaged.

7. Supplemental Security Income (SSI)

A student receiving SSI cannot earn more than \$150 per quarter for more than nine months per year. The first \$65 per quarter is excluded but for each \$2 earned above that \$1 is subtracted from the monthly SSI grant until the entire check is gone. Monies will not be subtracted if the recipient earns less than \$150 in a quarter.

B. State

1. California Education Code

EC 49160 Work Permits

A work permit is required for all minors under the age of 18 to work.

EC 51004 Graduation Skills

Every student graduating from high school should have sufficient marketable skills to obtain employment.

- EC 56002(k) Legislative Intent
Educational programs are coordinated with other public agencies, including . . . regional occupational centers/programs and postsecondary and adult programs for individuals with exceptional needs.
- EC 56220(d) Requirements for Local Plans
A description of the process for coordinating services with other local public agencies which are funded to serve individuals with exceptional needs.
- EC 56330 California Master Plan for Special Education
Any local comprehensive plan shall . . . describe provisions for a comprehensive program for individualized career and vocational development with emphasis on vocational training at the secondary level.
- EC 56330(b) Student Assessment
The comprehensive plan shall provide for the identification and assessment of an individual's exceptional needs and a planning of an instructional program to best meet the assessed needs.
- EC 56345(b)(1) Instructional Planning and Individualized Education Program
When appropriate, the individualized education program shall also include, but not be limited to . . .

For secondary grade level pupils, specially designed vocational education and career development, with emphasis on vocational training and preparation for remunerative employment, additional vocational training or additional career development opportunities, as appropriate.
- EC 56362(a)(6) Resource Specialist Program
This program shall provide but not be limited to . . . emphasis at the secondary level on academic achievement, career and vocational education, and preparation for adult life
- EC 56363(b)(14) Designated Instruction and Services
This may include, but not be limited to, specially designed vocational education and career development.
- EC 56367 Copies of Individualized Education Programs
This ensures provision of a copy of the individualized educational program to the regular teacher or teachers, and other persons who provide special

education, related services, or both to the individual with exceptional needs. Copies of the individualized education program shall be provided in accordance with state and federal pupil record confidentiality laws.

EC 56368(a)

Program Specialist

This is a credentialed specialist who has advanced training and related service experiences in the education of individuals with exceptional needs and a specialized in-depth knowledge in one or more areas of handicapping conditions, in preschool handicapped, or career vocational development.

EC 56450(a)
& (c)

Exemplary Programs

The superintendent shall disseminate information relating to exemplary local and regional programs that deliver career and vocational education services to individuals with exceptional needs.

Such information shall include, but not be limited to, descriptions of effective methods for coordinating career and vocational education services.

EC 56451

Service Coordination

This encourages districts, special education service regions and county offices to develop programs that coordinate career and vocational education services with other educational services for individuals with exceptional needs.

EC 56453

Interagency Agreements

The superintendent and the Department of Rehabilitation shall enter into an interagency agreement to ensure that the state annually secures all federal funds available.

EC 56454

Secured Federal Funding

To provide maximum federal funding to agencies for this provision of career and vocational education of individuals with exceptional needs, the superintendent shall do all of the following:

- (a) Provide necessary technical assistance to districts, special education service regions, and county offices.
- (b) Establish procedures for these entities to obtain available federal funds.
- (c) Apply for necessary waivers of federal statutes and regulations including but not limited to, those governing federal career and vocational education.

EC 56456

Excess Cost

Special education service regions and county offices may use any state or local special education funds for approved vocational programs, services, and activities to satisfy the excess cost matching requirements for receipt of federal vocational education funds for individuals with exceptional needs.

EC 56533

Counseling and Guidance

Individual counseling and guidance in social and vocational matters shall be provided as part of the instructional program for mentally retarded pupils.

2. California Department of Social Welfare: AFDC Recipients

Students under 21 from families receiving AFDC will have their income exempt if they are a full-time student or if they are attending school at least half-time and are not employed full-time.

3. California State Department of Rehabilitation (DR)

DR is the certifying agency for referral to special programs of employment such as:

- (a) State civil service
- (b) Federal civil service under non-competitive placement
- (c) Targeted job tax credits for employers
- (d) Rehabilitation and habilitation training programs

4. Department of Rehabilitation: Administrative Code, Title 29, Chapter 3

- 7010 Objective of the Department
- 7011 Rights of Disabled Individuals
- 7020 Definitions
- 7041 Applications
- 7050 Establishes in Order of Client Selection for Service

5. California Jobs Tax Credit Act of 1979

This provides a tax incentive to the private sector for hiring economically disadvantaged and disabled Californians who are dependent upon public aid. The tax credit is equal to 10% of the amount of wages up to \$3,000 annually, paid during the first two years of employment to individuals certified by the local Employment Development Department.

There are numerous laws and regulations affecting the operation of work experience education programs that are not mentioned in this chapter. Those citations mentioned are specifically related to employment of students with exceptional needs.

The Work Experience Education Handbook, available through the State Department of Vocational Education, has a summary of all laws to do with work experience education. These references include:

- o California Administrative Code (Title 5)
- o California Motor Vehicle Code
- o California Labor Code
- o California Business and Professions Code
- o California Department of Industrial Relations, Division of Labor Standards Enforcement

Students enrolled in work experience education are governed, with few exceptions, by State, Federal, and local laws and regulations that apply to the employment of minors. The work experience education coordinator must become familiar with all laws and regulations pertaining to the employment of minors and keep abreast of changes in these laws and regulations. In federally reimbursed programs, the coordinator must become familiar with the applicable sections of the State Plan for Vocational Education. In WEE programs serving students with exceptional needs, the coordinator must be aware of pertinent laws. Whenever there is a conflict between federal, state, or local laws pertaining to employment, the most restrictive law prevails. The coordinator must keep track of the laws. The special educator can gain understanding of the WEE program operation by also being familiar with the laws.

ALTERNATIVES IN VOCATIONAL CLASSES FOR STUDENTS WITH EXCEPTIONAL NEEDS*

Regular vocational classes	Regular vocational classes may fit the needs of some students with exceptional needs with little or no modification.
Adapted vocational classes	Regular classes are adapted to meet the special needs of students who cannot succeed in regular vocational programs. Adaptations may be in materials, course content, supervision, working style, physical and architectural, etc.
Adapted vocational classes plus remedial services	These classes provide remedial education in basic computational and quantitative skills, communication skills, work attitudes and habits, personal social skills, occupational information, and/or prevocational evaluation as a prerequisite to success in an adapted or regular vocational class.
Special vocational education	Self-contained vocational classes offer services not possible in a regular vocational classroom and are open only to students with exceptional needs.
Special vocational schools	Schools may be established solely for the purpose of vocational education of students with exceptional needs. Usually physically removed from the regular school setting. Basic emphasis on prevocational skills and entry level job skills.
Sheltered workshops	These provide supervised work and training for those individuals currently not capable of engaging in competitive work experiences. Workshops may or may not be in conjunction with school programs.
Vocational training in institutional settings	These vocational classes are offered as a part of the total educational program in an institutionalized setting.

Adapted from "Alternatives in Vocational Programming for the Handicapped,"
 *Orange County Office of Education

GLOSSARY OF EDUCATION TERMS

1. Adult Education
An educational delivery system that may offer training to persons with exceptional needs 18 years of age or older.
2. Career Education
A K-12 concept that provides learners the opportunity to become aware (K-6), explore (7-9) and prepare (9-12) for a career. It is also seen as a life-long process.
3. Cooperative Education
A program that combines paid work experience with related classroom instruction requiring an arrangement between the school and employer.
4. Community Classroom
A term unique to Regional Occupational Programs (ROP's) that allows students to learn in a work environment without being paid.
5. Disadvantaged Persons
(Ed Code)
Persons who have academic socio-economic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs, related services, or both in order for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.
6. Handicapped Persons
(Ed Code)
Physically (Disabled)
Any minor who, by reason of a physical impairment cannot receive the full benefit of ordinary education facilities, shall be considered a physically handicapped individual for the purposes of this chapter. Such minors include the following, as defined by the State Board of Education:
 - (a) The deaf or hard of hearing
 - (b) The blind or partially seeing
 - (c) Orthopedic or health impaired
 - (d) The aphasic
 - (e) The speech handicapped
 - (f) Other minors with physical illnesses or physical conditions which make attendance in regular day classes impossible or inadvisable
 - (g) Minors with physical impairments so severe as to require instruction in remedial physical education
 - (h) MultihandicappedMentally (Disabled)
Mentally retarded minors who because of retarded intellectual development as determined by individual psychological examination are incapable of being educated efficiently and profitably through ordinary classroom instruction.
7. Individualized Education Program (I.E.P.)
A written statement describing the educational objectives for and the services to be provided to each student with exceptional needs.
8. Industrial Arts
The term given to the non-vocational "shop" offerings of public schools and teacher training institutions.
9. Industrial Education
A generic term that applies to all types of education related to industry.
10. Least Restrictive Environment
(L.R.E.)
The assurance that special education students will be educated with non-handicapped peers to the maximum extent possible.
11. Mainstreaming
Designing the regular education program to accommodate the wide range of individual differences found within the typical school population.
12. Occupational Education
Education encompassing information needed by workers to enter and make progress in the employment community.
13. PL 94-142
The Education for All Handicapped Children Act, signed into law by President Ford on November 28, 1975, designed to assure that all handicapped children have available to them a free, appropriate public education emphasizing special education and related services designed to meet their unique needs, to assure that children's and parent's rights are protected, to assist states and localities, and to assure effectiveness of efforts.

DEAF

a hearing impairment which is so severe that the student is unable to understand speech through hearing with or without amplification.

DEAF-BLIND

the combination of both hearing and visual impairments which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

HARD OF HEARING

a hearing impairment, whether permanent or fluctuating, is determined by medical and audiologic evaluations. The amount of hearing loss adversely affects the ability to understand speech. The term does not include deaf.

MENTALLY RETARDED

refers to significantly subaverage general intellectual functioning and social ability. Retardation manifests itself uniquely among different individuals, both in terms of severity and in terms of how individuals within the same measured range of ability function.

MULTIHANDICAPPED

a combination of impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.) which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind.

ORTHOPEDICALLY HANDICAPPED

includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.) and impairment from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

OTHER HEALTH IMPAIRED

means limited strength, vitality or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, lead poisoning, leukemia or diabetes.

SERIOUSLY EMOTIONALLY DISTURBED

a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: (A) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) inappropriate types of behavior or feelings under normal circumstances; (D) a general pervasive mood of unhappiness or depression; or (E) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes individuals who are schizophrenic or autistic. The term does not include individuals who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

14. Regional Occupational Center (ROC)

In essence, a vocational school, catering to the training needs of those 16 years of age or older. The curriculum to provide entry level skills training, preparation for further study and/or upgrading opportunities for those enrolled.

15. Regional Occupational Program (ROP)

Similar in purpose to an ROC, the difference is operational in that an ROP employs existing resources (community classroom) in its training format.

16. Substantially Handicapped

Any person who (a) has a physical or mental impairment which substantially limits one or more of such persons' major life activities, (b) has a record of such impairment, or (c) is regarded as having such impairment. (PL 93-112)

17. Vocational Education

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

18. Work Experience Education (3 types)

Exploratory: occupational experiences designed to assist the student in his/her career guidance process.

General: a combination of paid work experience and classroom instruction designed to help the learner develop desirable work habits and attitudes.

Vocational: a combination of concurrent classroom instruction and paid employment directly related to the students occupational goal.

Oakland Unified School District
Programs for Exceptional Children
1025 Second Avenue P-16
Oakland, CA 94606

Student

Last Name _____ First _____

EXPERIMENTAL

CAREER PROFILE

Please Print

Entry Date _____

Address _____ City _____ State _____ Phone _____

Date of Birth _____ Social Security # _____ Driver's License # _____

School 1. _____ Address 1. _____ Telephone 1. _____
2. _____ 2. _____ 2. _____
3. _____ 3. _____ 3. _____

Father's Name _____ Address _____ Business/Home Phone _____

Mother's Name _____ Address _____ Business/Home Phone _____

Guardian's Name _____ Address _____ Business/Home Phone _____

Medical Information _____ Doctor _____ Telephone _____

REFERENCES Full Name Address Telephone

1. _____
2. _____
3. _____

VOLUNTEER WORK Place Employer's Name Dates Employed

1. _____
2. _____

ON-THE-JOB-TRAINING Place Employer's Name Dates Employed

1. _____
2. _____

WORK EXPERIENCE Job Address Employer's Name Dates Employed

1. _____
2. _____

3. _____

OTHER EMPLOYMENTCompany AddressEmployer's NameDates Employed

1. _____
2. _____
3. _____
4. _____

VOCATIONAL SKILLS CLASSESClass NameInstructorSchoolDates

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

GRADE	ABSENCES	TARDIES
7		
8		
9		
10		
11		
12		

TEST SCORE	GRADE	7	8	9	10	11	12
READING							
MATH							
CTHER							
COMMENTS							

CAREER/VOCATIONAL ASSESSMENTTESTDATESUMMARYSTRENGTHS AND DEFICITS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

COMMENTS

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38

CAREER/VOCATIONAL COMPETENCIES CHECKLIST (EXPERIMENTAL)

Student Name _____ Birthdate _____ Sex _____

Directions: Please rate the student according to his/her mastery of each item using the key below. Indicate the ratings in the column below the date for the rating period. For competencies rated "0" or "1" at the final rating, place a check () in the appropriate space in the Yes/No column to indicate his/her ability to perform the competencies with the help of individuals normally present in his/her environment.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following (See Guide for criteria):	EVALUATOR(S)								
	GRADE LEVEL	7	8	9	10	11	12		
	DATE(S)								
<u>1. Occupational Guidance and Preparation:</u>								Yes	No
1. Recognize importance of attendance and punctuality.									
2. Demonstrate appropriate work attitudes.									
3. Understand classification of jobs into different occupational clusters.									
4. Identify occupational opportunities available locally.									
5. Evaluate work conditions at three or more job sites.									
6. Identify personal values met through work.									
7. Identify social values met through work.									
8. Identify sources of occupational information.									
9. Identify major occupational interests.									
10. Identify major occupational aptitudes.									
11. Identify requirements of appropriate and available jobs.									
12. Make realistic career/occupational choices.									
13. Demonstrate awareness of workers' rights.									
14. Visit employment agencies.									
15. Meet demands of quality work.									
16. Follow directions (verbal, written).									
17. Work at a satisfactory rate.									
18. Accept supervision.									
19. Adjust to competitive standards.									
20. Demonstrate awareness of the benefits and limits of social security.									
21. Obtain social security card.									
22. Participate in volunteer activities.									
23. Participate in job "shadowing" activities.									
24. Participate in on-the-job training.									
25. Search, apply and interview for a job.									
26. Demonstrate awareness of concepts on pensions, deductions, fringe benefits, gross and net pay.									
27. Exhibit sufficient physical and manual skills.									

II. Personal/Social Skills:

1. Demonstrates positive self-concept.
2. Accept praise.
3. Accept criticism.
4. Demonstrate proper public behavior.
5. Respect rights and property of others.
6. Demonstrate good interpersonal skills
7. Understand impact of behavior on others
8. Demonstrate self-organization skills.
9. Develop goal-seeking behavior.
10. Utilize compromises and alternatives.
11. Anticipate consequences.
12. Identify and analyze sources of advice and information.
13. Recognize emergency situations.
14. Have constructive leisure activities.
15. Complete driver education.
16. Obtain driver's license.
17. Have printed personal data record on person.
18. Keep basic health records.
19. Complete up-to-date resume.
20. Write/print basic personal information.
21. Communicate adequately with others.

III. Daily Living/Physical Skills:

1. Identify money and make correct change
2. Make wise expenditures.
3. Obtain and use bank and credit services.
4. Calculate and pay taxes.
5. Keep basic financial records (budget planning, money management).
6. Dress appropriately.
7. Exhibit proper grooming and hygiene.
8. Demonstrate knowledge of good nutrition and physical fitness.
9. Demonstrate knowledge of prevention/treatment of common illnesses.
10. Understand registration and voting procedures.
11. Understand selective service procedures.
12. Know available community resources.
13. Understand and use public transportation.
14. Understand basic traffic rules and safety procedures.
15. Use telephone directory (white and yellow pages).
16. Demonstrate dictionary skills.
17. Master survival reading skills.
18. Write simple business and personal letters.
19. Use local maps (places, distances, signs).
20. Identify basic information on auto, life and health insurance.
21. Complete standard application forms.
22. Use newspaper advertising section.

ASSESSMENT REVIEW CHART

R E N F U E M R B E E N R C E	NAME	TYPE			TARGET POP. by grade level				SCORING			READING BY GRADE LEVEL				ADMIN. TIME IN MINUTES		
		I N T E R E S T S	A B I L I T I E S	W O R K S A M P	K ↓ 8	9 ↓ 1 2	A D U L T S	S P E C I A L N E E D S	S E L F	H A N D	M A C H I N E	N O N	K ↓ 4	5 ↓ 8	9 ↓ 1 2	1 6 ↓ 3 0	3 1 ↓ 6 0	6 1 A N D U P
01	APPRAISAL		X				X		X	X				X	X			X
02	APT. TEST		X			X	X		X	X	X			X				X
03	ASVAB		X			X	X				X				X			X
04	BOLT		X			X	X	X		X	X		X	X	X			X
05	BENNETT		X			X	X			X	X			X		X		
06	COPS	X				X	X		X	X					X		X	
07	COPS II	X			X	X		X	X	X				X		X		
08	CAPS		X			X	X		X	X	X		X				X	
09	CAR. ASS. INV.	X				X	X				X				X		X	
10	COATS	X	X	X		X	X			X	X	X					X	X
11	CRAWFORD		X				X			X		X				X		
12	CURTIS	X				X	X		X	X					X	X		
13	D.A.T.		X		X	X				X	X			X				X
14	E.A.S.		X				X			X	X			X				X
15	G.A.T.B.		X			X	X			X	X			X				X
	N.A.T.B.		X			X	X	X		X	X	X						X
16	GEIST	X				X	X	X		X	X	X				X		
17	GORDON	X				X					X				X	X		
18	HACKMAN	X				X	X			X	X			X			X	
19	H.O.O.I.	X				X	X			X					X		X	
20	HAND TOOL		X				X			X		X				X		
21	H.W.D.Y.K.	X				X	X			X				X		X		
22	IDEAS	X			X				X	X					X	X		
23	J.V.I.S.	X				X	X			X	X			X			X	
24	JEVS	X	X	X			X			X		X	X	X	X			X
25	JOB-O	X				X			X	X				X	X	X		
26	KUDER (CP & E)	X			X	X				X	X			X			X	
27	KUDER (DD)	X				X	X			X	X			X			X	
28	MAN. APT.		X		X	X	X			X		X				X		
29	M.D.S.		X			X	X	X		X	X	X						X
30	MICRO TOWER		X	X		X	X	X		X		X	X	X	X	X	X	X
31	MINN. PAPER		X			X	X			X	X	X				X		
32	M.R.M.T.		X				X			X		X				X		
33	M.S.R.T.		X			X	X			X		X				X		
34	M.V.I.I.	X				X	X			X	X			X	X		X	
35	OCC. INT.	X			X	X	X			X	X			X			X	
36	O.V.I.S.	X			X	X					X			X				X
37	PAYES	X				X	X	X		X		X					X	
38	PENN. BI-MAN.		X			X	X			X		X				X		

*Grisafe, John; "Occupational Assessment Handbook," Riverside County Schools, CA c. 1981.

ASSESSMENT REVIEW CHART

[illegible]

VENDORS

American Association on Mental Deficiencies

5101 Wisconsin Avenue, N.W.

Washington, D.C. 20016

(45) Reading - Free Vocational Interest Inventory

American Guidance Service

Publisher's Building

Circle Pines, Minnesota 55014

(33) Minnesota Spatial Relations Tests

(38) Pennsylvania Bi-Manual Work Sample

Career Decision Consultants of Seattle

Vocational Interest Inventory

P.O. Box 25065

Seattle, Washington 98125

(59) VII - Vocational Interest Inventory

CFKR Career Materials

- P.O. Box 4

Belmont, California 94002

(25) JOB-O Judgement of Occupational Behavior-Orientations

Consulting Psychologists Press, Inc.

577 College Avenue

Palo Alto, California 94306

(48) SDS - Self-Directed Search

CTB/McGraw-Hill

Del Monte Research Park

Monterey, California 93940

(02) Aptitude Test for Occupations

(35) Occupational Interest Inventory

(50) SPIB - Social Prevocational Information Battery

Department of Defense

Washington D.C.

Make first contact with local recruiter

(03) ASVAB - Armed Services Vocational Aptitude Battery

Diversified Counseling Service

10581 Ridgeway Drive

Santa Ana, California 92705

(41) PIC - Pictorial Inventory of Careers

Edits

P.O. Box 7234

San Diego, California 92107

(06) COPS - California Occupational Preference System

(07) COPS - Intermediate - California Occupational Preference System

(08) CAPS - Career Ability Placement Survey

Educational Achievement Corporation - PIES

P.O. Box 7310

Waco, Texas 76710

(40) PIES - Picture Interest and Exploration Survey

Educational Testing Services

Cambridge Book Company

888 7th Avenue

New York, NY 10019

(37) PAYES - Program for Assessing Youth Employment Skills

Exceptional Education

P.O. Box 15308

Seattle, Washington 98115

(42) PACG - Prevocational Assessment and Curriculum Guide

Far West Laboratory - Project Discovery

1-681 Gabacho Drive

San Diego, California 92124

(43) Project Discovery

Harcourt, Brace, Jovanovich, Inc.

757 Third Street

New York, N.Y. 10017

(17) Gordon Occupational Checklist

(36) OVIS - Ohio Vocational Interest Survey

Houghton Mifflin

777 California Avenue

Palo Alto, California 94304

(01) Appraisal of Occupational Attitudes

Human Services Data Center

2 North Riverside Plaza, Suite 1102

Chicago, Illinois 60606

(39) PASS - Phoenix Ability Survey System

ICD Rehabilitation and Research Center

3040 E. 24th Street

New York, N.Y. 10010

(30) Micro Tower

Interpretive Scoring Systems

4401 W. 76th Street

Minneapolis, Minnesota 55435

(09) Career Assessment Inventory

(22) IDEAS

(51) SCVII - Strong Campbell Vocational Interest Inventory

Jastak, Inc.

1526 Gilpin Avenue

Wilmington, Delaware 19806

(61) WREST - Wide Range Employment Sample Test

(62) WRIOT - Wide Range Interest-Opinion Test

McCarron-Dial
P.O. Box 45628
Dallas, Texas 75245
(29) McCarron-Dial System

McDonald Training Center Foundation, Inc.
4304 Boy Scout Boulevard
Tampa, Florida 33607
(57) Vocational Capacity Scale

Mental Retardation Training Program
Ohio State University
9 West Buttles Avenue
Columbis, Ohio 43215
(60) VISA - Vocational Interest and Sophistication Assessment

MIND
181 Main Street
Norwalk, Conecticut 06851
(55) Tool Tech Today

PREP
1575 Parkway Avenue
Trenton, NJ 08628
(10) COATS - Comprehensive Occupational Assessment
and Training System

Psychological Corporation
757 Third Avenue
New York, NY 10017
(05) Bennett Test of Mechanical Comprehension
(11) Crawford Small Parts Dexterity Test
(13) D.A.T. - Differential Apptitude Test
(20) Hand Tool Dexterity Test (Bennett)
(31) Minnesota Paper Form Test (Revised)
(34) MVII - Minnesota Vocational Interest Inventory
(46) SFVCS - San Francisco Vocational Competency Scale
(51) SCVII - Strong Campbell Vocational Interest Inventory
(54) Thurstone Interest Schedules

Psychologists and Educators, Inc.
Jacksonville, Illinois 62650
(21) How Well Do You Know Your Interests?

Psychological Service Center of Philadelphia
1422 Chestnut Street
Philadelphia, Pennsylvania 19102
(18) Hackman-Gaither Vocational Interest Inventory

Psychological Services, Inc.
3450 Wilshire Blvd., Suite 1200
Los Angeles, California 90010
(14) Employee Aptitude Survey - E.A.S.

Psychometric Affiliates

Box 3167

Munster, Indiana

(12) Curtis Interest Scale

Research Psychologist Press, Inc.

P.O. Box 984

Port Huron, Michigan 48060

(23) JVIS - Jackson Vocational Interest Survey

S.A.V.E. Enterprises

P.O. Box 5871

Rome, Georgia 30161

(52) S.A.V.E. - Systematic Approach to Vocational Evaluation

Stanley R. Ostrom

P.O. Box 1423

San Jose, California 95109

(47) SAAS - Self Appraisal and Assessment Structure

Scholastic Testing Service, Inc.

480 Meyer Road

Bensenville, Illinois 60106

(19) HOOI - Hall Occupational Orientation Inventory

Science Research Associates, Inc.

155 North Wacker Drive

Chicago, Illinois 60606

(26) Kuder General Interest Survey (Form E & CP)

(27) Kuder Occupational Interest Survey (Form DD)

(44) Purdue Pegboard

Singer/Career Systems

1333 Lawrence Expressway

Bldg. 100, Suite 109

Santa Clara, California 95051

(49) Singer Work Samples

Talent Assessment, Incorporated

P.O. Box 5087

Jacksonville, Florida 32207

(53) TAP - Talent Assessment Program

U.S. Department of Labor

Bureau of Labor Statistics

Washington, D.C. 20212

(15) GATB - General Aptitude Test Battery

NATB - Non-Verbal Aptitude Test Battery

(04) BOLT - Basic Occupational Literacy Test

Valpar Corporation

3801 East 34th Street, Suite 105

Tucson, Arizona 85713

(56) Valpar Systems

Vocational Research Institute, Inc.

Jewish Employment and Vocational Service

1624 Locust Street

Philadelphia, Pennsylvania 19103

(24) JEVS - Jewish Employment and Vocational Service

(58) VIEWS - Vocational Information and Evaluation Work Samples

Western Psychological Services

Box 775

Beverly Hills, California

(16) Geist Picture Interest Inventory

(28) Manipulative Aptitude Test

(32) Minnesota Rate of Manipulation Tests

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SECONDARY SCHOOLS OFFICE
VOCATIONAL EDUCATION DEPARTMENT
Work Experience Education Program

INFORMATION FOR WORK TRAINING SUPERVISORS OF STUDENTS WITH HANDICAPS

This information is furnished to assist you in providing a work training experience for a student with a handicap.

1. The program sponsor is the Sacramento Unified School District.
2. The purpose of this program is to expose students to realistic, educational and supervised working experiences. While under your supervision, your student should feel he/she is an important part of your staff.
3. You are encouraged to develop a sequence of learning experiences to give your student, taking into consideration your student's handicap. Try to avoid giving less desirable jobs initially. Always work your student toward his/her highest potential.
4. Your student is expected to follow all regulations applicable to the work station. Your student should be informed as to what is expected of him/her when they start working.
5. Students will be paid an incentive stipend by the school district. Supervisors are to assist students in keeping their timesheets accurate and should make sure that students return their timesheet to school on the 1st and 16th of each month.
6. I will visit you at least once each 4-6 weeks for a brief oral evaluation of the student's progress. At the end of the school semester, you will be asked to formally evaluate your student, using a rating form I will provide.
7. Avoid the "halo effect" - telling your student that he/she is doing better than he/she really is. Occasionally tell your student exactly how they are performing. Remember that praise and encouragement go a long way in encouraging your student to perform at his/her very best.
8. Training of work experience student will not displace a regular employee.
9. All students are considered employees of and are covered by the school district's Worker's Compensation. In case of an accident, please notify me immediately.
10. Students will work 10 hours per week and from 3 to 5 days per week. On school holidays the student is not to work unless prior approval is given by myself to make up days absent due to illness.
11. Students should be held accountable for absences and encouraged to make up all days absent.

Under normal circumstances, it is assumed that the student will be under your supervision for at least one entire semester (Sep-Jan or Feb-May). If, however, problems arise regarding your student trainee, please contact me. Most problems can be solved if they are identified early. Counseling with students, employers, and parents is an important part of Work Experience Education.

Your participation in this program is greatly appreciated.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SECONDARY SCHOOLS OFFICE

VOCATIONAL EDUCATION DEPARTMENT

WORK EXPERIENCE EDUCATION

The Sacramento City Unified School District and the Army Depot hereby agree to enter into a Work Experience Education Program, the scope of which follows:

1. The program sponsor is the Sacramento City Unified School District.
2. The program host is the Sacramento Army Depot.
3. The purpose of this work experience education program is to expose the student to a realistic, educational and supervised work experience education opportunity.
4. The students involved are high school juniors and seniors who possess a vocational handicap.
5. The students will attend their work experience education station ten (10) hours per week.
6. All students involved are considered to be employees of the Sacramento City Unified School District and are covered under the district's workmen's compensation benefits.
7. All students involved will receive an incentive salary paid and administered by the school district.
8. The Sacramento City Unified School District will provide a work experience education advisor specifically trained to work with youth who have handicaps. The advisor will be responsible for program supervision and arranging transportation to and from the Sacramento Army Depot.
9. The Sacramento Army Depot agrees to provide work training stations which will in no way displace any regular employee or result in the disruption of his productive capabilities.
10. Program evaluation will involve the Sacramento Army Depot's designated program liaison employee in the Personnel Section and work experience education advisor from the school district.

Work Experience Education
Page 2

11. Program length will be determined by the school year and the working schedule of the Sacramento Army Depot.
12. This agreement will remain in effect until modified or terminated by either the host or the sponsor.

Assistant Superintendent
Secondary Schools
Sacramento City Unified
School District

Colonel, QM
Commanding
Sacramento Army Depot

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
VOCATIONAL EDUCATION DEPARTMENT
Work Experience Education Program

GENERAL AND OCCUPATIONAL TRAINING PLAN AND AGREEMENT

Name of Student _____ School _____ Date _____

Type of Work Experience: GENERAL _____ VOCATIONAL _____ EXPLORATORY _____

The purpose of this program is to provide valuable "hands on" work experience for students. This agreement is designed to show responsibilities of all parties concerned.

1 RESPONSIBILITIES OF THE STUDENT

1. Maintain satisfactory grades and progress at school.
2. Meet work standards required by the employer.
 - 2.1 Notify the employer in case of absence from the job.
 - 2.2 Observe the safety rules.
3. Complete all Work Experience Education assignments required by the Vocational Specialist.
 - 3.1 Turn in Monthly Report Form.
4. Notify the Vocational Specialist when the job is terminated and return the work permit to the Vocational Specialist.
 - 4.1 Tell the Vocational Specialist when he/she is dissatisfied with the job, has been laid off, or fired.
5. Participate in related instruction.

2 RESPONSIBILITIES OF THE EMPLOYER

1. Provide adequate supervision for Work Experience students.
2. Submit an Employer Rating Form for each student to the Vocational Specialist.
3. Inform the Vocational Specialist regarding any work related or personal problems.
4. Provide Worker's Compensation Insurance coverage and the name of the carrier.
5. Notify the Vocational Specialist when the student is terminated from the job and return work permit.
6. Schedule the student to work at least three school days per week.
7. Release student from work responsibilities when officially requested by the school.
8. Negotiate with the Vocational Specialist prior to making a change in the student's work schedule.

3 RESPONSIBILITIES OF PARENT/GUARDIAN

1. Cooperate with school personnel administering the Work Experience Education Program.
2. Assist and encourage their student to carry out the duties and responsibilities of the job requirements.
3. Cooperate with the student's employer.

4 & 5 RESPONSIBILITIES OF THE SCHOOL VOCATIONAL SPECIALIST

1. Visit each worksite twice and observe the student at least one time each semester.
2. Evaluate each student's job performance.
3. Grade each student after consulting with the employer.
4. Conduct related instruction.
5. Determine that employment hours are compatible with the student's school/class schedule before enrolling the student into Work Experience Education.

During the time this student is employed/supervised at this worksite, he or she will be instructed in, provided with and oriented to learning experiences in the following areas:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The student's job title is: _____

_____	Student's Signature _____	Date _____
-------	---------------------------	------------

_____	Parent/Guardian's Signature _____	Date _____
-------	-----------------------------------	------------

Employer/Supervisor's Signature _____	Date _____	Vocational Specialist's Signature _____	Date _____
---------------------------------------	------------	---	------------

"It is the policy of the Sacramento City Unified School District adopted April 19, 1976, in compliance with Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex in the admission of students to school programs, in its education programs or activities, or in the recruitment and employment of personnel."

SECONDARY SCHOOLS OFFICE
VOCATIONAL EDUCATION DEPARTMENT
WORK EXPERIENCE EDUCATION
Student Identification Card

_____ is authorized to be absent
from the _____ campus
from _____ (a.m.) (p.m.) to _____ (a.m.) (p.m.) on M T W T H F. He / She
works at _____
(Business Name)

(Address) (Phone)
Approved _____
Vocational Specialist (Date)

Sacramento City Unified School District
Sacramento, California

My job title is _____

My work supervisor's name is _____

My work hours are _____

This card expires on _____.

Student Signature _____.

TO THE STUDENT:

1. Carry this card with you all the time.
2. Use this card to identify you as a work experience student. Learn and memorize the information about your job.
3. When you leave for work, go straight to your work site.
4. In going to and coming from your work station, walk, ride a bike, drive your car, or use the city bus or school van. NEVER RIDE WITH A STRANGER OR HITCHHIKE.

NOTE: This can be reduced to wallet size.

Work Experience Education
Sacramento City Unified School District
Sacramento, California

TIME SHEET AND PROGRESS REPORT

1976, in compliance with Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex in the admission of students to school programs, in its education programs or activities, or in the recruitment and employment of personnel."

STUDENT'S NAME _____ JOB TITLE _____
BUSINESS NAME _____

PAY PERIOD DATES

FROM _____ through _____

Indicate in each box the number of hours worked. For absences, put "A."

DATE	HOURS	DATE	HOURS
1		11	
2		12	
3		13	
4		14	
5		15	
6		TOTAL HOURS	
7			
8			
9			
10			

SUPERVISOR'S EVALUATION OF STUDENT PROGRESS

CHECK APPROPRIATE BOX EXCELLENT GOOD FAIR POOR VERY POOR

Attitude					
Performance of assignment					
Promptness					
Attendance					
Personal appearance					

Comments: _____

I agree that the total hours worked during this pay period are correct: I agree that the total hours worked during this pay period are correct:

(Student's Signature) _____

(Supervisor's Signature) _____

Work Experience Education
Sacramento City Unified School District
Sacramento, California

TIME SHEET AND PROGRESS REPORT

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STUDENT'S NAME _____ JOB TITLE _____
BUSINESS NAME _____

PAY PERIOD DATES

FROM _____ through _____

Indicate in each box the number of hours worked. For absences, put "A."

DATE	HOURS	DATE	HOURS
16		26	
17		27	
18		28	
19		29	
20		30	
21		31	
22		TOTAL HOURS	
23			
24			
25			

SUPERVISOR'S EVALUATION OF STUDENT PROGRESS

CHECK APPROPRIATE BOX EXCELLENT GOOD FAIR POOR VERY POOR

Attitude					
Performance of assignment					
Promptness					
Attendance					
Personal appearance					

Comments: _____

I agree that the total hours worked during this pay period are correct: I agree that the total hours worked during this pay period are correct:

(Student's Signature) _____

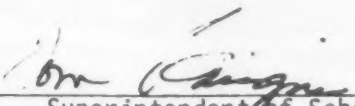
(Supervisor's Signature) _____

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SECONDARY SCHOOLS OFFICE
VOCATIONAL EDUCATION DEPARTMENT
WORK EXPERIENCE EDUCATION PROGRAM

CERTIFICATE OF APPRECIATION

This certificate is given in recognition of your cooperation in providing a work training station for

Your willingness to offer your time and job expertise, together with a flexible acceptance of youth
is highly appreciated.



Superintendent of Schools

Vocational Specialist

Date

Resource Supporting Work Experience Education
for Students with Exceptional Needs

I. RESOURCES

- "Getting Uncle Sam to Enforce Your Civil Rights," U.S. Commission on Civil Rights, Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314
- "Guide to Jobs for the Mentally Retarded" American Institutes for Research; Pittsburgh, PA, Feb. 1964
- "Career Planner: A guide for Students with Disabilities" Smith/Berenson/Smith, Educational Resource Center, Chaffey Community College; 5885 Haven Avenue, Alta Loma, CA 91701, 1981
- "Handbook for Job Placement for Mentally Retarded Workers" Ware Press, 10"B" Mt. Auburn St., Cambridge, Mass. 02138
- "A Handbook on the Legal Rights of Handicapped Persons," Superintendent of Documents, U.S. Government Printing Office; Washington, D. C. 20402
- High School Work Study Programs for the Retarded: by Kenneth Freeland, Charles Thomas publisher, 1969
- "Program, Practices, and Resources for Improving Vocational Education for Disabled Students" Regional Resource Center West and the State Department of Special Education, Sept. 1981
- "Vocational Education for the Handicapped" Resource Guide to Federal Regulations; Tech. Report #5; Texas Resource Center, 4/78 (prepared for the Texas Education Agency, Department of Special Education).
- "What You Need to Know About SSI," "SSI for the Aged, Blind and Disabled," "SSI for Disabled or Blind Children" Local Social Security Administration Office
- "Work Experience Education; A Handbook for California Secondary Schools" Developed by California Association of Work Experience Educators in Cooperation with California State Department of Education, Fall, 1976
- "Work Permit Handbook for California Public Schools" California State Department of Education, 1976
- "Work Study Handbook - for Educable Mentally Retarded Minors enrolled in High School programs in California Public Schools" California State Department of Education, Sacramento, CA, 1971

II. ORGANIZATIONS

California Career Education Dissemination Center; Ventura County Superintendent of Schools, 4400 Cathedral Oaks Road, P. O. Box 6307, Santa Barbara CA 93111

California Occupational Information Coordinating Committee, 1027 Tenth St., #302, Sacramento, CA 95814

Educational Resources Information Center (ERIC); ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, MD 20014

Exemplary Programs Replication Unit, California State Department of Education; 721 Capitol Mall, Sacramento, CA 95814. Regional Center Contacts:

Northern

Jerry Balasek

Office of the Butte County Superintendent of Schools
5-A County Center Drive
Oroville, CA 95965

Central

John McCalley

Office of the Santa Clara County Superintendent of Schools
100 Skyport Drive
San Jose, CA 95110

Southern

Murray Via

Office of the Los Angeles County Superintendent of Schools
9300 E. Imperial Highway
Downey, CA 90242

Labor Standards Enforcement Office; 455 Golden Gate Avenue, San Francisco, CA 94102

National Association for Retarded Citizens - On the Job Training Program (NARC-OJT):
P. O. Box 6109, Arlington, TX 76001

San Mateo Educational Resources Center (SMERC); Office of the San Mateo County Superintendent of Schools, 333 Main Street, Redwood City, CA 94063

Special Education Resource Network (SERN); contact your County Office of Education for the regional contact.

Vocational and Occupational Information Center for Educators in California (VOICE); A Joint Activity of the Chancellor's Office--California Community Colleges and the Vocational Education Unit, California State Department of Education; 721 Capitol Mall, Sacramento, CA 95814

NOTE: For all California State Department of Education publications, write to:

Order Section
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SECONDARY SCHOOLS OFFICE
VOCATIONAL EDUCATION DEPARTMENT

WORK EXPERIENCE EDUCATION EMPLOYER RATING FORM

STUDENT _____ Job Title _____

EMPLOYED BY _____ WORK SUPERVISOR _____

ADDRESS _____ ZIP CODE _____

Please evaluate your employee by checking the areas below which best describe your student. Your responses will assist us in counseling, evaluating, and improving your student's progress. Please return this form to the Work Experience Education Office before _____, using the enclosed self-addressed envelope. Thank you for your participation in the Work Experience Education Program of the Sacramento City Unified School District. This joint venture between school and community gives our youth the opportunity to develop skills and attitudes necessary to succeed in the World of Work.

JOB PERFORMANCE	VERY GOOD	GOOD	ACCEPTABLE	POOR
Punctuality				
Attendance				
Follows Instructions				
Quality of Work				
Judgement				
Works with Others				
ATTITUDES ON THE JOB				
Interest in Work				
Courtesy				
Accepts Criticism				
Follows Company Rules				
Works Without Supervision				
PERSONAL APPEARANCE				
Appropriate Dress				
Cleanliness				
Neatness				

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OVERALL PERFORMANCE: Very Good ___ Good ___ Acceptable ___ Poor ___

Commendations and Suggestions: _____

Evaluator _____ (Signature) _____ (Date)